

VERMONT ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

THE SCIENCE OF MENTAL ILLNESS		
Vermont Science G.E.s: Grades 7 & 8		
Lesson	G.E.	Statement
2, 4	S7-8:1:1	Developing questions that reflect prior knowledge.
2, 4	S7-8:1:2	Refining and focusing broad ill-defined questions.
2, 4	S7-8:2:1	Predicting results (evidence) that support the hypothesis.
2, 4	S7-8:2:2	Proposing a hypothesis based upon a scientific concept or principle, observation, or experience that identifies the relationship among variables.
2, 3, 4	S7-8:7:1	Using scientific concepts, models, and terminology to report results, discuss relationships, and propose new explanations.
2, 3, 4	S7-8:7:2	Generating alternative explanations.
2, 3, 4	S7-8:7:4	Sharing conclusion/summary with appropriate audience beyond the research group.
3	S7-8:7:5	Using mathematical analysis as an integral component of the conclusion.
3, 4	S7-8:8:1	Identifying additional data that would strengthen an investigation.
2, 3, 4	S7-8:8:3	Explaining relevance of findings (e.g., So what?) to the local environment (community, school, classroom).
4	S7-8:8:4	Devising recommendations for further investigation and making decisions based on evidence for experimental results.
2	S7-8:42:1	Explaining how a variety of microbes (e.g., virus, bacteria, fungi) and toxic materials can interfere with body systems and cause harm.
Vermont Mathematics G.E.s: Grades 6, 7, 8		
Grade 6		
Lesson	G.E.	Statement
3	M6:7	Estimates and evaluates the reasonableness of solutions appropriate to grade level.
3	M6:28	In response to a teacher- or student-generated question, makes a hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations
Grade 7		
3	M7:7	Estimates and evaluates the reasonableness of solutions appropriate to grade level.
3	M7:28	In response to a teacher- or student-generated question, makes a hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or

VERMONT ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

		makes connection to real-world situations
Grade 8		
3	M8:7	Estimates and evaluates the reasonableness of solutions appropriate to grade level.
3	M8:28	In response to a teacher- or student-generated question, makes a hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connection to real-world situations
Vermont Reading G.E.s: Grades 6, 7, 8		
Lesson	G.E.	Statement
All lessons	R6:5 R7:5 R8:5	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge).
All lessons	R6:6:3 R7:6:3 R8:6:2	Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary.
All lessons	R6:7 R7:7 R8:7	Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.
All lessons	R6:12:1 R7:12:1 R8:12:1	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations).
All lessons	R6:12:2 R7:12:2 R8:12:2	Using information from the text to answer questions: related to main/central ideas or key details (6); to state the main/central ideas, or to provide supporting details (7 & 8).
All lessons	R6:12:3 R7:12:3 R8:12:3	Organizing information to show understanding (6 & 7) or relationship among facts, ideas, and events (8) (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting, or outlining).
All lessons	R6:16:1 R7:16:1 R8:16:1	Connecting information within a text or across texts (6). Explaining connections about information with a text, across texts, or to related ideas (7& 8).
All lessons	R6:16:2 R7:16:2 R8:16:2	Synthesizing (6) and evaluating (7 & 8) information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas).
All lessons	R6:16:3 R7:16:3 R8:16:3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message (6 & 7); explaining how purpose may affect the interpretation of the text (8); or forming and supporting opinions/judgments and assertions about central ideas that are relevant.

VERMONT ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

All lessons	R6:16:4 R7:16:4 R8:16:4	Distinguishing fact from opinion, and identifying possible bias/propaganda (6) or conflicting information within or across texts (7 & 8).
All lessons	R6:16:5 R7:16:5 R8:16:5	Making inferences about causes or effects.
All lessons	R6:19 R7:19 R8:19	Demonstrates participation in a literate community by... <ul style="list-style-type: none"> • Self-selecting reading materials in line with reading ability and personal interests • Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others.
Vermont Writing G.E.s: Grades 6, 7, 8		
Lesson	G.E.	Statement
All lessons	W6:2:1 W7:2:1 W8:2:1	Applying rules of standard English usage to correct grammatical errors.
All lessons	W6:2:2 W7:2:2 W8:2:2	Applying basic (6) capitalization rules (7 & 8).
All lessons	W6:2:3 W7:2:3 W8:2:3	Using punctuation to clarify meaning (6). Applying appropriate punctuation to various sentence patterns to enhance meaning (7 & 8).
All lessons	W6:3:1 W7:3:1 W8:3:1	Independently applying spelling knowledge in proofreading and editing of writing.
All lessons	W6:4:2 W7:4:2 W8:4:2	Using the paragraph form: indenting, main idea, supporting details.
All lessons	W6:4:4 W7:4:4 W8:4:4	Using a format and text structure appropriate to the purpose of the writing.
All lessons	W6:5:1 W7:5:1 W8:5:1	Selecting appropriate information to set context/background (6). Selecting and summarizing key ideas to set context (7 & 8).
All lessons	W6:5:2	Summarizing key ideas.
All lessons	W6:5:3 W7:5:2	Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts (6), or the broader world of ideas by referring to and explaining relevant ideas (7 & 8).

VERMONT ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

	W8:5:2	
All lessons	W6:6:1 W7:6:1 W8:6:1	Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question.
All lessons	W6:6:2 W7:6:2 W8:6:2	Using specific details and references to text or relevant citations to support focus or judgment.
All lessons	W6:7:1 W7:7:1 W8:7:1	Organizing ideas using transition words/phrases and writing a conclusion that provides closure (6 & 7); drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas) (8).
All lessons	W8:7:4	Excluding loosely related or extraneous information.
All lessons	W6:8:1 W7:8:1 W8:8:1	Using an organizational text structure appropriate to focus/controlling idea.
All lessons	W6:8:2 W7:8:2 W8:8:2	Selecting appropriate information to set context throughout the report; may include a lead/hook.
All lessons	W6:8:3 W7:8:4 W8:8:4	Writing a conclusion: that provides closure (6 & 0; by synthesizing information from the report (8).
All lessons	W6:9:1 W7:9:1 W8:9:1	Stating and maintaining a focus/controlling idea/thesis (purpose).
All lessons	W6:10:1 W7:10:1 W8:10:1	Including facts and details relevant to focus/controlling idea, and excluding extraneous information.
All lessons	W6:10:2 W7:10:2 W8:10:2	Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images.
All lessons	W7:10:3 W8:10:3	Commenting on the significance of the information, when appropriate.
Vermont Health Education G.E.s: Grades 7 & 8		
Lesson	G.E.	Statement
4	ATOD:HE2:c	Differentiating between proper use and abuse of over-the-counter and other drugs.
2, 3, 4, 5	FSSH:HE4:a	Analyzing school and community health services available for support and information for a variety of health issues.
2, 3, 4, 5	FSSH:HE4:b	Analyzing the validity of health information, products, and services from a variety of sources including the Internet.

VERMONT ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

5, 6	FSSH:HE5:c	Demonstrating ways to influence and support others in making positive health choices.
4, 5, 6	MEH:HE2:a	Identifying strategies that promote emotional and mental health, (e.g., connectiveness, communication).
1, 2, 3, 4, 5	MEH:HE2:c	Describing the warning signs, behaviors, risk factors, and protective factors for depression and suicide.
2, 3, 4, 5	MEH:HE3:a	Describing how school, family and peers influence the health choices and behaviors of individuals.
4, 5	MEH:HE4:a	Analyzing school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide.
5	MEH:HE4:b	Demonstrating how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
All lessons	MEH:HE5:a	Demonstrating ways to respond appropriately to feelings expressed by others.
3, 4, 5, 6	PHW:HE1:a	Developing strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others.
2, 3, 4	PHW:HE2:a	Describing how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems.
4	PHW:HE2:b	Explaining the relationship between positive health behaviors and the prevention of disease, (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity).
4, 5	PHW:HE2:c	Explaining how appropriate health care can prevent premature death and disability, (e.g., health screenings, self-examinations, immunizations).
2	PHW:HE2:d	Differentiating between communicable, chronic and degenerative disease processes.
1, 6	PHW:HE3:a	Analyzing the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services.
2, 3, 4, 5	PHW:HE3:b	Describing how school, family, and peers influence the health practices of individuals, (e.g., sun safety, immunizations, access health care).
6	PHW:HE5:a	Demonstrating the ability to advocate for health promoting opportunities for self and others, including assertive consumerism.
6	PHW:HE7:a	Demonstrating individual and collaborative decision-making processes to resolve health problems.